

Collaborative Education among Counsellors, Ideological and Political Teachers, and Professional Teachers in Higher Vocational Colleges

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Abstract: Higher vocational college students have strong practical application ability and weak ideological and political literacy. As the main force of higher vocational students' ideological and political education, the three teams - counsellors, ideological and political teachers, and professional teachers, need to complement their advantages and cooperate in educating, [1]such that they can make more contributions in cultivating higher vocational college students into high political literacy, strong technical ability, and nurturing socialist builders and successors with an all-round moral, intellectual, physical, aesthetical grounding and hard-working spirit[2]. Based on the significance and current situation of collaborative education of the three teams in higher vocational colleges, this research puts forward measures from leadership, platform, training, assessment, incentive, and student collaboration for strengthening the cooperation education of the three teams, to improve the ideological and political education level of higher vocational colleges students, and to foster virtue through education, and to practice the glorious mission of cultivating talent for the Party and the State in the colleges and universities.

1. Introduction

As an important part of delivering talents for society, higher vocational colleges not only shoulder the task of cultivating highly skilled talents required by society and economy, but also cultivate high-quality talents with socialist core values. [3-4]The source of higher vocational college students is diverse, as shown in Table 1. The students' professional skills are strong, but their

ideological and political literacy are poor, as well as their moral literacy. In order to thoroughly implement the spirit of the National Conference on ideological and political work in Colleges and universities, the National Education Conference and other conferences, to earnestly implement the fundamental task of Building Morality and cultivating people, to solve the fundamental problem of "who to cultivate, how to cultivate, and for whom to cultivate people", to adapt to the requirements of "full education, whole process education, and all-round education", with combining actual education and teaching situation, higher vocational colleges should strengthen political construction. They must carry out the Party's education policy. They should run ideological and political work through the whole process of school education management services. They should establish a platform mechanism for the collaborative education of the three teams of counsellors, ideological and political teachers, and professional teachers. Taking students as the center, they need to give full play to all teachers' advantages, which makes them work together in educating people. The higher vocational colleges should do whatever to make the three teams cooperate and cultivate higher vocational students into excellent ideological quality skilled socialist builders and successors with all-round development of morality, intelligence, physique, art, and labor.

Table 1. Main sources of higher vocational college students

Source 1	Source 2	Source 3	Source 4	Source 5	Source 6	Others
High Enrollment	Self-enrollment in Advance	Secondary Vocational Schools	Secondary Vocational Registration	Counterpart Single Enrollment	Entrance to Undergraduate

2. The Significance of Collaborative Education of Three Teams in Higher Vocational Colleges

General Secretary of the Chinese Communist Party Xi Jinping pointed out at the National Ideological and Political Work Conference in Colleges and Universities held in December 2016: "We must insist on taking morality and cultivating people as the central link, and doing ideological and political work throughout the whole process of education and teaching, so as to realize the whole process of educating people and all-round education, and to strive to create a new situation for the development of our country's higher education." [5] In December 2017, the "Ideological and Political Work Quality Improvement Project Implementation Outline in Colleges and Universities" proposed that colleges and universities should promote the specific work of the coordinated development of ideological and political work in the reform, and should constantly ensure the development of collaborative work from the aspects of CO building platforms and building main education teams, etc.

The theory of collaborative education was initially embodied in the "theory of collaborative education" compiled by Zhao Xinfeng. This book mainly gives the ideological basis and specific strategies for the formation of the collaborative education quality education training model system based on the talent training model of Chinese college students' quality education. Later, it refers to the big data joint collaborative education plan of the Ministry of education, which is a plan that the Higher Education Department of the Ministry of education requires relevant majors to jointly implement big data joint collaborative education with colleges and universities, which is to improve the quality of college talents, strengthen the integration of industry and education, and school-enterprise cooperation. Nowadays, the concept of collaborative education has been expanded and extended, which is an innovation of educational practice mode. The so-called collaboration refers to the process or ability to coordinate two or more different resources or individuals to achieve a certain goal in a coordinated manner. Education is the teaching and training of educators in morality, intellectual education, sports, art, labour education, and other aspects. Its purpose is to make

students develop harmoniously in all aspects. Cooperative education is to combine college education reform with the school's construction, coordinate the educational reform and development of the college in all directions, and jointly commit to the ideological and political education of undergraduates to achieve common educational goals. This is also the common goal of counsellors, school ideological and political staff, and professional teachers. Both sides should establish a benign cooperation mechanism in mutual cooperation and work together to achieve the best educational goals. However, the differences between counsellors, subject teachers, and ideological and political teachers exist objectively. So it is necessary and important to find a balance between the differences by exploring the teaching and educating elements contained in different classes through coordination.

The university is a very important turning point in people's life. It is the formation of world view, life view, and values. College students in higher education are becoming more mentally developed, but are still unstable. They have a strong sense of autonomy, but they are also vulnerable to external influence. Compared with other colleges and universities, higher vocational colleges mainly cultivate talents with skills and technical talents required by society, so students have strong practical ability. But at the same time, because the school pays high attention to professional skills training, does not attach importance to the cultivation of ideological and moral quality, as well as the management is loose. The students are very personalized. They have poor self-discipline, and weak ideological and political quality. Teachers need to give students more guidance and love, so that students can be taken to the right path and contribute to the great rejuvenation of the Chinese nation. During school, counsellors, ideological and political teachers, professional teachers, and students get along day and night. They are most intimate. Counsellors are the guides and servers of students' daily study and life. They welcome students to report on the first day. They follow up on students' enrollment education. They help to organize students' activities. They watch them graduate and leave school on the last day. Ideological and political teachers teach courses such as ideological and moral quality and legal basis. They accompany students for at least two academic years of freshmen and sophomores. Teachers of professional courses undertake most of the courses of students during college. Because of their profound professional knowledge, they become the most respected and beloved teachers of students. Counsellors, teachers of ideological and political courses, and teachers of professional courses appear in every corner of students' classrooms, campuses, dormitories, etc. [1] They are active in students' study, life, practice, and other fields, accompanying students through the whole college career. Apart from teaching knowledge, they also teach students how to learn to behave, how to deal with things, how to quickly transition and adapt to the social environment, and how to develop talents. It involve students in realizing to unify their personal value and social value, and undertake social responsibility initiatives. [6-7]

If the three teams of counsellors, ideological and political teachers, and professional teachers can make full use of all kinds of existing education and teaching resources, integrate and optimize, and cooperate to educate people, it is particularly important to boost the development of college students' ideological and political education, improve the quality and the efficiency of talent training, and implement the fundamental task of Building Morality and cultivating people. [3]

3. Current Situation of Collaborative Education of Three Teams in Higher Vocational Colleges

At present, major colleges and universities actively promote curriculum ideological and political education, and they are committed to the practice of collaborative education between ideological and political teachers and professional teachers. Domestic scholars' studies on the collaborative education of all kinds of teachers in colleges and universities are limited to the collaborative

education between ideological and political teachers and professional teachers, or counsellors and ideological and political teachers, or counsellors and professional teachers. But there are few studies on the collaborative education of assistants, ideological and political teachers, and professional teachers. Meanwhile, the current situation of the educational practice of these three teams in colleges and universities is not optimistic.

3.1. The School has no Unified Management Department

Counsellors are mainly under the jurisdiction of the student affairs office and secondary colleges. Ideological and political teachers are mainly under the jurisdiction of the Marxist college. Professional teachers are mainly under the jurisdiction of the school's educational administration system. There is no unified management platform and system for the three teams. They belong to different management departments, as shown in Table 2, and participate in their own meetings and activities. The three teams rarely meet and communicate.

Table 2. Three groups from different departments

People	Counsellors	Ideological and Political Teachers	Professional Teachers
Group	Student Affairs Office and Secondary Colleges	Marxist College	School's Educational Administration System

3.2. The Three Teams Worked Independently and Failed to Coordinate Effectively

Counsellors, ideological and political teachers, and professional teachers get along with students the most. However, they rarely intersect in their daily education and teaching work. Counsellors are in charge of students' daily management. Ideological and political teachers are responsible for students' ideological and political theory courses. Professional teachers undertake students' specialized courses.

Counsellor's focus on students' daily life services and help students solve problems in real life. They mainly use practical work experience methods and so on. Compared with ideological and political teachers, they have no systematic and comprehensive theoretical knowledge. They give no in-depth theoretical guidance. At the same time, counsellors pay less attention to the instruction content of students' ideological and political courses and their homework, which makes the theme of class meetings and the Party activities similar to the ideological and political homework. In addition, counsellors usually know the attendance and academic situation of students through daily heart-to-heart talks with students and talks with the class commissary in charge of studies. In addition, students sometimes hide the truth and do not report it in time, so counsellors cannot grasp the real-time learning situation of students' professional courses, comprehensively and objectively like professional course teachers. They often find the seriousness of the problem after the end of the semester and the results are released. So it is too late after they take some measures and guidance then.

Politics teachers keep their minds on the completion of teaching tasks. When teaching ideological and political, moral and ethical courses, there are more about the explanation of theoretical knowledge in textbooks. The courses are rarely combined with hot spots, difficulties and puzzles which students pay attention to in real time. After class, they also rarely participate in students' campus cultural activities. So they can't really understand students' real ideas and perceptions comprehensively, nor can they conduct targeted teaching in class in real time. They can't effectively solve students' deep-seated puzzles and problems. So that some students can

answer correctly in class and exams, but are easy to be bewitched, thus blindly following the trend, resulting in the separation of knowledge and practice, when they encounter ideological problems and the actual cases after class and in society. In the meantime, politics teachers do not know whether professional teachers are rooted in correct ideological and political consciousness, nor do they know whether the ideological and political elements of their courses are properly used to give corresponding guidance. If the ideological tendency of professional teachers is different from or even contrary to the mainstream ideological and political guidance, students will be at a loss when facing different views. Sometimes students' blind belief in their respected professional teachers' casually wrong guidance may cause speech behaviour, public opinion events and bad guidance, which makes ideological courses and class meetings fail. [8]

Professional course teachers are mainly responsible for teaching students one or several courses of the vast majority of professional courses. Unlike counsellors, they cannot dynamically understand students' ideological status. They don't know the specific reasons behind students' lateness and absence. They do not know the deep-seated reasons such as students' family background, educational experience, personal characteristics, and so on. That is why professional teachers hardly guide students to correct their learning and ideological attitude from the root. They cannot motivate students' desire to study, cultivate interest in learning and overcome learning problems in a timely and effective manner. Similarly, professional teachers do not have solid and profound politics theories like politics teachers. Under the background of curriculum ideological and political education, professional teachers have great difficulty in finding curriculum ideological and political elements and organizing language for accurate communication, which makes the curriculum ideological and political education sounds like teachers are trying too hard, or only scratch the surface, so that they fail to effectively play the educational role of curriculum ideological and political education.

3.3. The Three Teams Have Cognitive Bias

First, some counsellors, ideological and political teachers, and professional teachers don't like each other. They think among themselves that counsellors can only solve simple and practical small problems. Ideological and political teachers can only "spoon-feed" students with theories. Professional teachers can only teach a certain subject knowledge year after year. So the three teams think there is no need to cooperate with each other.

Second, the three teams do not realize the importance of collaborative education. They only blindly do their own work duties and complete their own tasks and goals. They think that the daily problems and safety of students are the affairs of counsellors. They think that it is the work of ideological and political teachers to explain well about "why the Communist Party of China can, Why Socialism with Chinese characteristics is good, and why Marxism works".[9] They think that "the academic performance of students is good or bad" is the business of professional teachers. The three teams do not realize that teachers should not only teach but also educate people. They do not realize that educating people can not be achieved by one person but requires all teachers and the whole society to work together to cultivate. The three teams lack awareness of collaborative education. Many teachers even think that collaborative education will increase the workload and bear additional responsibilities, so that they are unwilling to cooperate and cooperate. They do not see that collaborative education ultimately serves the success of students, the development of society, and the progress of all mankind.

3.4. The Teaching Evaluation System of the Three Teams is not Perfect

From Table 3, we can see the three teams' evaluation system is different. The evaluation indicators of counsellors are mainly the number of students, safety items, violations of discipline and rules, guiding students to organize various activities and to win awards, etc. The heavy and trivial affairs and safety matters occupy most of counsellors' time and energy, which makes counsellors have no time to carry out the ideological and political education and guidance of students with ideological and political teachers, and professional teachers together. The evaluation indicators of ideological and political teachers and professional teachers are mainly the curriculum hours, the publication of papers, the hosting and participation of scientific research projects, guiding students to win prizes in competitions, etc. The clarity and heterogeneity of the evaluation indicators make ideological and political teachers and professional teachers go all out to complete their own work and the workload of teaching and scientific research. [1] So they have no more motivation to communicate with counsellors and work together to carry out teaching and education. The evaluation indicators and systems of the three teams are different, which makes it difficult for them to complete their own work according to their different indicators, so it is difficult to carry out collaborative education. [10]

Table 3. Evaluation system of the three teams

Teachers	Counsellors	Ideological and Political Teachers and Professional Teachers
Evaluation System	Number of Students, Safety items, Violations of Discipline and Rules, Guiding Students to Organize Various Activities and to Win awards	Curriculum Hours, the Publication of Papers, the Hosting and Participation of Scientific Research Projects, Guiding Students to Win Prizes in Competitions, etc.

4. Measures of Three Teams' Collaborative Education in Higher Vocational Colleges

For the sake of making the best use of the effectiveness and role of the three teams' collaborative education, we must set up and enhance the system and framework for collaborative education. We must strengthen communication and promote the discussion of collaborative education methods. We must unify the assessment and evaluation mechanism, and strengthen incentives and commendations.

4.1. Under Party Committee's United Leadership, the Student Work System and the Teaching Department Take the Lead to Gather Three Teams [1]

College Party Committee must fulfill the responsibility of managing the party and the main responsibility of running the school. They should do directional, overall and central work well. They should try their best in planning and deploying all forces in students' ideological and political work. They should promote ideological and political work in many fields like teaching, scientific research, discipline construction and management, with deployment, promotion, implementation and inspection.

Under the unified leadership of the school Party committee, a vice president should be set up to concurrently manage the learning and work system and the academic affairs office. At the same time, corresponding part-time jobs should be set up in these two systems. For example, the director of student affairs management is also the deputy officer of the teaching department, and the director of academic affairs office is also the deputy of the student affairs management. Please see Figure 1.

The top-level design is done to strengthen the cooperation between the counsellors, ideological and political teachers, and professional course teachers of the two departments from top to bottom.

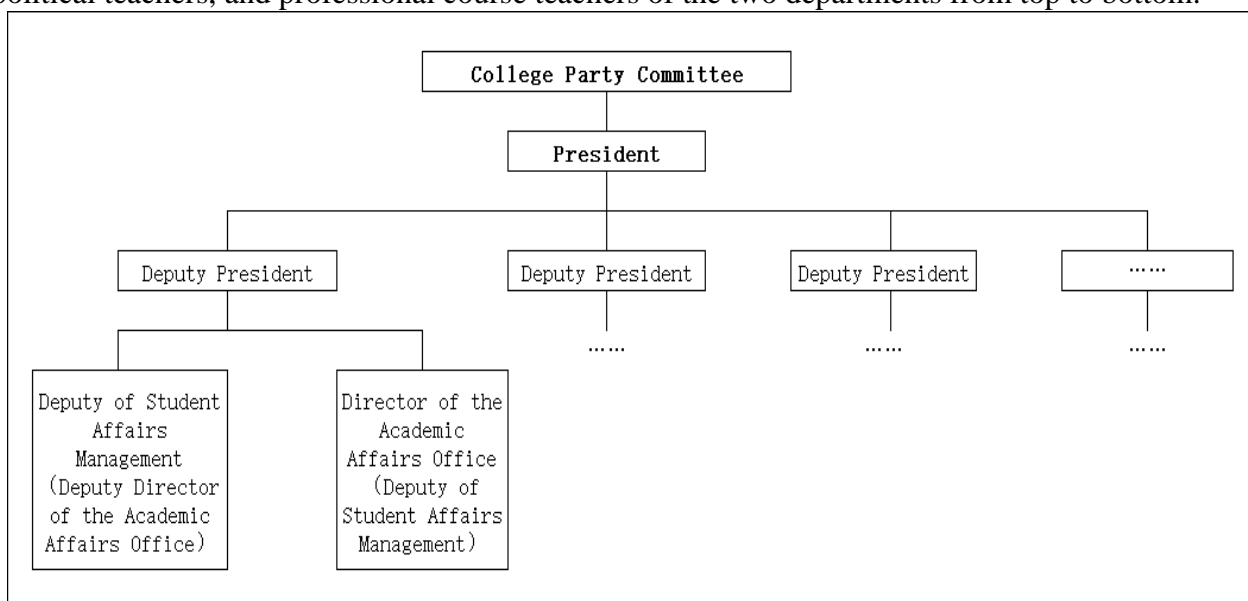


Figure 1. College organization chart

4.2. Establish a Platform for the Collaborative Education Mechanism of Three Teams

We should create and strengthen the three teams' normalized communication and coordination system, and regularly hold counsellors, ideological and political teachers, professional teachers' to joint meetings, salons, etc., and discuss the hot issues in the field of ideological theory and students' attention, and explore typical cases.

The advantages of the three teams must be fully utilized. We can hire excellent counsellors to teach situation and policy courses and so on. We can hire excellent ideological and political teachers as class political tutors and head teachers. We can also hire excellent full-time teachers as class academic head teachers. At the same time, we should add detailed rules for the above education and teaching experience requirements such as part-time jobs in the professional title evaluation document.

We should establish a platform for the collaborative education mechanism of three teams and unite the three teams. We should work hard in the "Top 10 Ways of Education", including work of curriculum, scientific research, practice, culture, network, psychology, management, service, financing, and organization. We should integrate and aggregate all kinds of resources. We should take full advantages of all platforms. We should also form a strong common educational force, and constantly improve the quality and level of ideological and political work.

4.3. Strengthen the Targeted Training of the Three Teams, Unify Their Thinking and Make Up for Their Shortcomings

We should strengthen the concept of collaborative education in higher vocational colleges. We should regularly organize training, and unify ideas and actions. We should explore ways and methods of collaborative education, and encourage new perspectives and new horizons of collaborative education. We should enhance their understanding and relationships, which help to correct their cognitive biases and to achieve the common goal of education through role exchange and mutual part-time agency. [5]

We should organize counsellors and professional teachers to carry out more targeted ideological and political theory learning and improve ideological and political literacy[5]. We should organize professional teachers and ideological and political teachers to attend courses about the laws of students' growth and success and the latest educational methods nowadays, which help them master the essence and source of students' daily learning and life problems, and timely guide students to solve problems. We should organize ideological and political teachers and counsellors to study students' professional courses in a targeted manner, which helps them understand students' majors, broaden their horizons, grasp the frontiers, enhance knowledge reserves, and also enhance teachers' charm. This way can help ideological and political teachers and counsellors to provide students with more practical, warm and convincing methods of ideological and political education and daily problem-solving. [11]

4.4. Establish and Perfect the Evaluation System of the Three Teams

We should integrate the assessment and evaluation of the three teams into the same evaluation system. We should unify the indicators, and distinguish the similarities and differences between positions and the weight of responsibilities. The evaluation subject should take into account the three aspects of bottom-up, parallel, and top-down. It is shown in Figure 2, all evaluations should have evaluation indicators for teachers on students' ideological and political guidance, daily life care, academic guidance, and so on. For example, in the bottom-up evaluation, students' evaluation of teachers should include the teachers' daily care, ideological and political guidance, and academic guidance. In the top-down evaluation, three aspects should be taken into consideration in the meantime. In parallel evaluation, in addition to the evaluation given by peer teachers, there should also be mutual evaluation among the three teams.

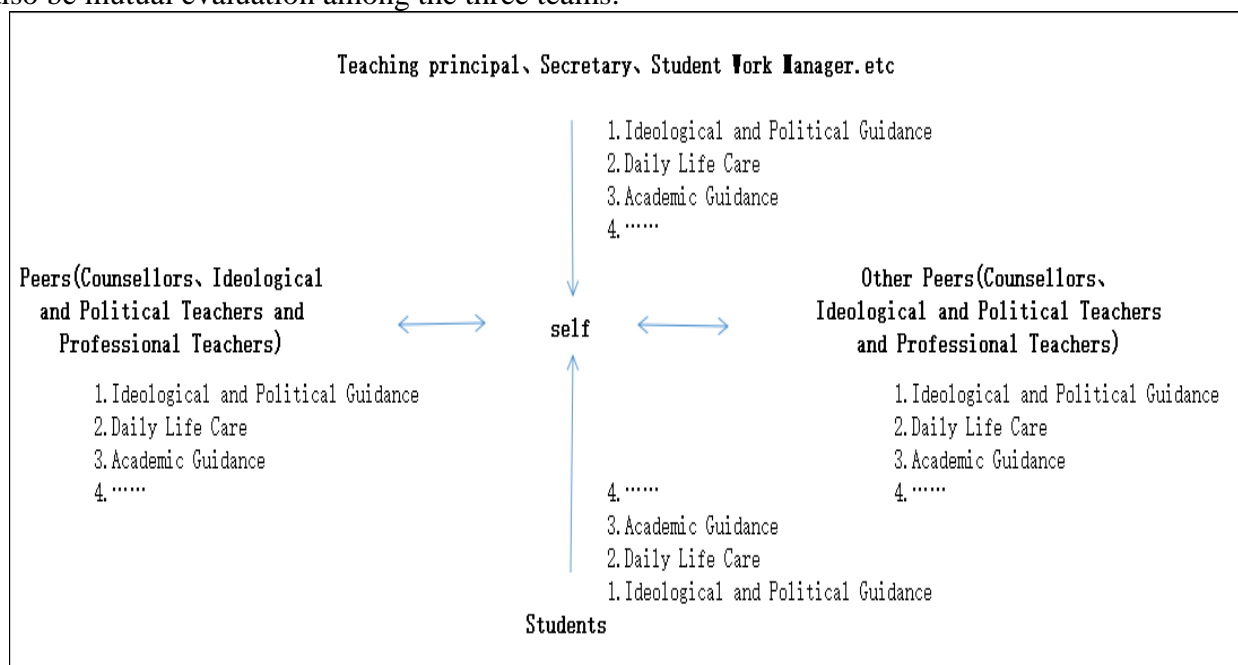


Figure 2. The evaluation

At the same time, the scientific research projects participated by counsellors, the participation of ideological and political teachers, and professional teachers in student activities should be included in the workload and included in the year-end assessment.

All mentioned above can promote the exchange and integration of the three teams, truly unify more and more people together to cultivate all students in an all-round way and throughout their studying process, and make students move towards becoming excellent talents in all aspects of moral, intellectual, physical, artistic, and labour development. [12]

4.5. Increase Incentives for the Effectiveness of Collaborative Education among the Three Teams, and Carry Out Commendation and Publicity

We should actively build momentum and publicity, form a good atmosphere, and maximize the motivation, vitality, and creativity of the three teams, so that the three teams can achieve the greatest optimization in educating and cultivating people. We should cultivate typical models of collaborative education of the three teams, publicize cases of collaborative education of the three teams, set special awards for collaborative education of the three teams, commend the advanced and encourage the backward. Excellent teachers and excellent teams should be encouraged materially, spiritually, and professionally. In the selection of excellent teachers and educators, we should give preference to those who have made outstanding contributions to collaborative education[13-15].

4.6. Build a Collaborative Pattern of Students and Open up Two-Way Channels

Firstly, cultivate students' awareness of collaborative learning. The talent standard in the new era requires not only knowledge and skills, but also the ability to develop healthily in body and mind, noble moral quality, good political image, and the ability to understand and adapt to the new social conditions. This requires students to change their view of learning, actively draw nutrients from the cooperative education mechanism, combine professional knowledge with ideological and political theory, and integrate ideological and political elements into it. It is not enough to rely solely on professional educators and thinkers for cooperative learning. Learning and educating is a long process. Only teachers' continuous improvement and innovation can achieve synergy. Therefore, ideological and political theory must be combined in order to develop students' professional understanding, expand the growth mode, and master the idea of cooperation, which is also an important means of students' development and diversification. Secondly, strengthen cooperation modes between instructors and students. Schools should try to establish a relationship between teachers and students, create a good communication atmosphere, cultivate the subjective willingness of students to communicate with teachers, promote the effective operation of educational cooperation mode, and provide the foundation for the successful development of cooperative education. This model not only helps to enhance students' trust in teachers and establish a harmonious relationship between teachers and students, but also helps to deepen the cooperation among counsellors, professional teachers, and ideological workers, and find the connection point between joint education and teaching and the formation of overall educational power.

5. Conclusion

The paper analyses collaborative education's significance among counsellors, ideological and political teachers, and professional teachers in higher vocational colleges. The current situation of collaborative education of the three teams is analysed. And six aspects of collaborative education measures have been put forward, including leadership, platform, training, assessment, incentive, and student collaboration. This study is helpful to the improvement of the literacy ability of the three teams and enlightens the collaborative education of higher vocational colleges. It will help the implementation of moral education in colleges and universities, help the whole staff, the whole process and all-round education, and promote all forces to gather the maximum joint force, so as to

make the greatest contribution to the joint cultivating for qualified builders and successors of socialism in the new era.

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Data Availability

The datasets used during the current study are available from the corresponding author on reasonable request.

Conflict of Interest

The author states that this article has no conflict of interest.

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